

## FILE C

### **English Language Arts: Reading**

#### **Item Information and Scoring Guide Reference**

#### **Sheet and Quantities of Items by Type..... C-2**

Item Information and Scoring Guide Reference Sheet..... C-3

Quantities of Items by Type ..... C-4

#### **Reading Selections and Items with Keys,**

#### **Learning Results, Scoring Guides and**

#### **Training Notes, and Student Responses..... C-5**

### **English Language Arts:**

#### **Reading/Writing Response Item 30 Item Information and**

#### **Scoring Guide Reference Sheet, Scoring Guides and**

#### **Training Notes, and Student Responses..... C-77**

Item Information and Scoring Guide Reference Sheet..... C-78

Reading/Writing Response Item with Learning Results,

Reading Scoring Guide, and Reading Training Notes ..... C-79

Student Responses for Constructed-Response Item 30

for Reading Comprehension Score Points 4, 3, 2, and 1 ..... C-80

Reading/Writing Response Item with Learning Results

and Writing Scoring Guide ..... C-88

Student Responses for Reading/Writing Response Item 30

for Topic Idea Development

Score Points 6, 5, 4, 3, 2, and 1 ..... C-90

Student Responses for Reading/Writing Response Item 30

for Standard English Conventions

Score Points 4, 3, 2, and 1 ..... C-97

Student Exemplar for Reading/Writing Response Item 30

for Topic Idea Development Score Point 6 and

Standard English Conventions Score Point 4..... C-103

[Back to Table of Contents](#)

**English Language Arts: Reading  
Item Information and Scoring Guide  
Reference Sheet and Quantities  
of Items by Type**

## Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each item accompanied by the following information.

- **MC#:** the multiple-choice item position
- **Key:** the letter of the correct answer for the multiple-choice item
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

## MAINE 2002–2003

### English Language Arts Grade 4

The table below shows the quantities of released items for each item type. Item information for all item types and scoring information (guides and training notes) for all constructed-response items follow.

#### QUANTITIES OF ITEMS BY TYPE

Selection	MC	CR
“Should your school tell you what to wear?”	8	2
“Every Time I Climb a Tree/Climbing”	4	1
“Be a Junk Food Detective”	4	1
“Avalanche!”	8	2*

\*One of these is the reading/writing response item.

**Reading Selections and Items with Keys,  
Learning Results, Scoring Guides and  
Training Notes, and Student Responses**

# Should your school tell you what to wear?

Kids debate school dress codes and uniforms.

When you go shopping for back-to-school clothes, how much choice do you have? For more and more kids, the answer is “less and less.” That’s because a growing number of schools now require students to wear uniforms or follow strict dress codes.

School officials claim that when kids are “dressed up,” they take themselves—and school—more seriously, and focus less on the latest fashion trends. Do uniforms and dress codes really make better students? Are they fair? We asked our Z-Team what they thought.

## Clothes Can Be a Problem

Many kids we interviewed agree that clothes can be distracting. For one thing, they say, kids are sometimes excluded if they can’t afford to follow fashion trends or buy expensive brands.

“The ‘cool’ group at our school has their own dress code,” says Elisabeth, 10. “You have to wear clothes by big designers and brand names, or you’re out.”

Some kids bully others because of what they wear, reports Matt Shorten, 11. “One group at my school thinks guys should always wear baggy pants. If you don’t, they might laugh at you. But then if you do, they call you a poser,” which means pretending to be something you’re not.

When kids are teased about their clothes, Elisabeth says, “they might feel so bad they can’t concentrate on schoolwork.” Even the *possibility* of being teased can be distracting. Kids can waste a lot of time worrying, “Are my clothes OK today?” says Kristen, 15.

Even worse, in some schools a few kids wear certain colors or sports emblems to show gang membership. Other kids have to be careful about what they wear, so they

don’t send the wrong message—and end up getting hurt.

To combat these problems, some principals are trying to fight back. Their weapons of choice: dress codes and uniforms.

## Are Dress Codes the Answer?

Dress codes usually list what a school *doesn’t* allow kids to wear. Things that often make the “forbidden” list include:

- “Skimpy” clothes, like bare-midriff or tank

- tops, and short skirts or shorts.

- Shirts or hats with obscene

- pictures or sayings. Also

- ones that

- promote alcohol, drugs, or cigarettes.

- Some schools even ban specific trendy styles, like baggy pants, spiked or dyed hair, or earrings for boys.

Some of the kids we interviewed thought *all* dress-code rules were a drag. “What you wear shouldn’t be up to your school, or to anyone for that matter except you!” asserts Samantha, 13.

Others just had problems with specific rules. “Why no sandals without socks? It’s not like it’s that big a deal,” argues Ranga, 11. And Karlie, 13, adds, “We should be allowed to wear holey jeans.”

But many of the kids we spoke to had no problem with their schools’ dress codes. “It’s just common sense,” says Val, 15. “It keeps you from baring too much skin or wearing clothes that are inappropriate for school.”



## Are Uniforms the Answer?

The latest trend in “enforced fashion” is school uniforms. In a recent survey of public-school principals in 10 states, about one in 10 said their schools had uniforms. Another one in 6 said they might require uniforms soon.

Uniforms are especially popular in large cities, where schools count on them to create a sense of order and to banish “gang colors.”

Many of the kids we spoke to agree that there’s a positive side to uniforms. They say that uniforms:

- *Save time.* “You don’t have to destroy your closet looking for something cool to wear,” says Rebecca, 13.
- *Save bucks.* “I wish my school had uniforms. I would save a lot of money,” says Emily Breidbart, 13.
- *Save “face.”* “Everyone is wearing the same thing, so no one is laughed at,” Rebecca says.
- *Shift the focus to your personality.* “Uniforms allow people to see you for who you are, not for what clothes you can afford,” says Eric, 14.
- *Inspire better behavior.* “You feel like you’re in a professional environment,” says Will, 15. Everyone behaves better, he adds, so it’s easier to focus on learning.
- *Still leave room for individual style.* In winter, Jomi, 11, wears brightly colored striped tights. Emily Benjamin, 15, notes

that her friends who wear uniforms “can still wear jewelry, nail polish, and hair bows.” B.J., 14, can put together a different “uniform” each day—as long as all the clothing is blue, white, or khaki.

## What About Freedom of Choice?

But other kids give uniforms a thumbs-down, saying that they:

- *Squash a form of personal expression.* Jessie, 11, collected 100 signatures on a “no uniforms” petition when she heard her school district might adopt them. “Everyone should have the right to be different,” she explains. “One part of that is how you’re dressed.”
- *Are not fashionable.* Even Rebecca, who loves her uniform, says, “uniforms do look nerdy.”
- *Are not designed for comfort.* You really have to get used to them, reports Matt Sweeney, 13.
- *Can’t force kids to behave better.* Even though kids get teased a lot at his school, Matt Shorten doesn’t think uniforms would solve the problem. “They’d think of some other way to heckle you,” he says. “They’d say you’re too tall or have big ears or something.”

So, are dress codes or uniforms worth it? Should your school control what you wear? Think about it the next time you get dressed!



1. The MAIN purpose of this article is to
  - A. convince you to want to wear uniforms.
  - B. convince you that uniforms are a bad idea.
  - C. help you make up your mind about uniforms.
  - D. tell you about uniform use in big-city schools.

**MC#: 1**

**Key: C**

**Learning Results: A-3**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 recognize when a text is primarily intended to persuade.



2. School principals MAINLY want dress codes or school uniforms so that students will
- A. wear designer clothes.
  - B. focus on learning.
  - C. not belong to gangs.
  - D. not skip school.

**MC#: 2**

**Key: B**

**Learning Results: D-4**

Informational Texts

- D. Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 4 summarize informational texts (e.g., identify the main idea or concept and the supporting detail).

3. In the phrase, “kids are sometimes excluded if they can’t afford to follow fashion trends,” what does excluded mean?

- A. embarrassed
- B. kicked out of school
- C. excited
- D. left out of a group

**MC#: 3**

**Key: D**

**Learning Results: A-1**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 1 determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

4. The section of this article titled “Clothes Can Be a Problem” is MOSTLY about
- A. how much trouble kids have deciding what to wear to school.
  - B. reasons schools are requiring uniforms or dress codes.
  - C. the problems of gangs in schools.
  - D. the high cost of buying school clothes.

**MC#: 4**

**Key: B**

**Learning Results: D-1**

Informational Texts

- D. Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 1 use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.

5. How do the kids quoted in this article feel about uniforms and dress codes?

- A. All of the kids like them.
- B. All of the kids do not like them.
- C. Some of the kids like them and some do not.
- D. The kids have no opinion.

**MC#: 5**

**Key: C**

**Learning Results: A-3**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 recognize when a text is primarily intended to persuade.

6. Which statement BEST explains why some kids dislike dress codes?
- A. Only you should decide what you wear.
  - B. Baggy pants are fun to wear.
  - C. Uniforms look nerdy.
  - D. Dress codes are common sense.

**MC#: 6**

**Key: A**

**Learning Results: D-4**

Informational Texts

- D. Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 4 summarize informational texts (e.g., identify the main idea or concept and the supporting detail).

7. Where would you MOST LIKELY find this article?

- A. a magazine
- B. an encyclopedia
- C. a storybook
- D. a textbook

**MC#: 7**

**Key: A**

**Learning Results: D-3**

Informational Texts

- D. Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

8. Which question CANNOT be answered after reading this article?
- A. What are dress codes?
  - B. Which cities require dress codes?
  - C. What problem can come from not wearing uniforms?
  - D. How do some kids feel about personal choice?

**MC#: 8**

**Key: B**

**Learning Results: D-1**

Informational Texts

- D. Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 1 use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.

9. Describe how school clothes can create problems for students. Use information from the article to support your answer.

**CR#: 9**

**Learning Results: D-3**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

**SHOULD YOUR SCHOOL TELL YOU WHAT TO WEAR?**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response provides two or more well-developed descriptions of how school clothes can create problems. It uses relevant support from the article.
3	Response provides two or more general descriptions of how school clothes can create problems. Some support from the article is missing or it lacks development.
2	Response provides two or more partial descriptions of how school clothes can create problems but uses limited or weak support from the article.  OR Response provides one adequate description with appropriate support from the article.
1	Response is vague and demonstrates minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.



## Training Notes for Constructed-Response Item 9

**NOTE: It is acceptable for students to discuss street clothes, uniforms, or both.**

**Some problems that school clothes can create for students:**

Problems with Street Clothes:

- Street clothes can be distracting.
- Kids may be excluded, bullied, or teased if they do not wear the “right” clothes.
- Kids may be made to feel so bad that they can’t concentrate on schoolwork.
- Kids have to be careful about what they wear or they can be perceived as gang members.
- Kids may be in violation of a dress code.
- Kids may spend too much time looking for something “cool to wear.”
- Kids may spend too much money on clothes.

Problems with Uniforms:

- Uniforms can discourage personal expression.
- Uniforms are not fashionable.
- Uniforms are not comfortable to wear.

9.

4

School clothes can create problems because of the need to be cool.

Some kids are teased because they where hand-me-downs or get clothes from the Goodwill stores and not Deb or The Gap.

They also create problems because some people get to carried away when they get dressed and they show to much skin.

Also people like in the Popular Crowd or the cool people who wear a different designer like Ralph Lauren every day will laugh at other people because their clothes aren't cool. These problems can all effect our lives and our academic achievements.

Sometimes clothes can be a hassle. Bully's might bully you because you don't have enough money to buy new clothes. Some kids worry about what they wear because of the bully's. Sometimes clothes can be distracting because they're afraid that they will get bullied.

Uniforms can also be a problem for the older kids. They are afraid they will look nerdy. They say that we should be able to wear what they want. They might become angry and focus on that instead of their work.

School Clothes can Create problems for Students because some kids do not have a lot of money. And they can not buy "COOL" clothes. Also they can get teased or And get kicked out of groups. They could be in a group and one day come to school wearing the "ratty" thing And get "very" hurt by the people that made the rules.

9.

Students may feel that they must buy expensive clothes to belong to a group. Then the style changes and they could be put down for wearing an old style. Also, some clothing, like baggy pants, can cause safety hazards!

Students are sometimes coming to school wearing clothing that some may find obscene and disruptive. Mainly, that is how clothes can be a big problem. Dress codes prevent these problems.

9. They can create problems by  
some kid might think your  
clothes are nerdy. You might  
feel embarrassed and sad and  
left out. But kids want to  
fit in. 2

9. School clothes create  
problems for students because  
if some poor little  
kid came to school not  
wearing the latest trend  
then they could or can  
get bullied or picked on  
or for that matter they  
might just get beat  
up. 2

9.

1

Cloths are school problems if you wear the wrong thing like if you wear a tanktop, shorts with low pant legs.

9.

1

School clothes can create problems for students because they some times get teased or get called a poser.

10. Your principal is trying to decide if kids at your school should wear uniforms. Write a letter to the principal explaining why you feel uniforms should or should not be required. Use information from the article to support your position.

**CR#: 10**

**Learning Results: A-3**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 3 recognize when a text is primarily intended to persuade.

**SHOULD YOUR SCHOOL TELL YOU WHAT TO WEAR?**  
CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Student picks one side of the issue and writes a letter that thoroughly explains why it is or is not a good idea to have uniforms. Response uses relevant examples from the article as support.
3	Student picks one side of the issue and writes a letter that adequately explains why it is or is not a good idea to have uniforms. Response lacks some examples as support.
2	Student picks one side of the issue and writes a letter that partially explains why it is or is not a good idea to have uniforms. Answer uses weak or limited examples from the article as support. OR Student does not take one side, but presents pros and cons of each view, with reasonable support.
1	Student gives a vague response or an unsupported personal opinion that demonstrates a minimal understanding of the question. OR Student lists reasons for one view or the other but does not elaborate.
0	Response is totally incorrect or irrelevant.
Blank	No response.



### **Training Notes for Constructed-Response Item 10**

#### **Some of the reasons why it is a good idea to have uniforms:**

- When students wear uniforms they take themselves and school more seriously.
- Students don't spend so much time thinking about clothes.
- Uniforms cost less to wear.
- Students don't have to worry about wearing certain clothes that can send a negative message.

#### **Some of the reasons why it is not a good idea to have uniforms:**

- Uniforms are not fashionable.
- Uniforms are not designed to be fashionable.
- Uniforms limit "freedom of expression."

10.

4

Dear Principal,

I do not think our school should wear uniforms. The way we dress shows what colors we like, and what styles we like. If we all wore the same thing, nobody could tell what kind of person we are. It would hide our personalities. It would be boring because we could never see what anyone else is wearing. Uniforms are designed to look alike, not to be comfortable. When cloths are not comfortable, children cannot concentrate. That is why I say we should not wear uniforms.

Dear Principal,  
I don't think our school should have uniforms because we could be made fun of by kids from other schools. Everyone should have a right to be different. You can't force kids to behave better. Uniforms are not designed for comfort. The uniforms are probably all itchy and scratchy and really uncomfortable. I don't think kids look good in uniforms. I don't think our school should have uniforms.

Dear Principal

I think that our school should not have uniforms because I do not think that everybody agrees that wearing uniforms will make everybody not have to tease people that can not afford popular clothes. A lot of kids in our school do not get teased that I know of. So I do not think that our school needs uniforms.

Dear, Principal

I do not think uniforms is the answer. Why make kids suffer more by making them alike to every body else.

Some kids may have weird things, (styles) but I think that what you wear brings out your personality. So I think you should let the rules down a bit more because you'll flatten some peoples personalities completely.

Please think about what you just read and what is best for everybody else in our school.

10.

2

Dear Mr. Principal,

How are you? I've just heard your thinking about getting uniforms. I really don't think it's a good idea because I think that we should have the right of choice is very important.

10.

2

I don't think we should have uniforms to wear to school because we'd be sick of them and want to try something new for our clothes. Wearing the same old clothes would be very boring after a while.

10.

I think it would be a good idea to do that because all of the big people don't pick on the little people. 1

10.

I think there should be not uniforms. I'm comfortable in my clothes. 1

## Every Time I Climb a Tree

*by David McCord*

Every time I climb a tree  
Every time I climb a tree  
Every time I climb a tree  
I scrape a leg  
Or skin a knee  
And every time I climb a tree  
I find some ants  
Or dodge a bee  
And get the ants  
All over me

And every time I climb a tree  
Where have you been?  
They say to me  
But don't they know that I am free  
Every time I climb a tree?  
I like it best  
To spot a nest  
That has an egg  
Or maybe three

And then I skin  
The other leg  
But every time I climb a tree  
I see a lot of things to see  
Swallows rooftops and TV  
And all the fields and farms there be  
Every time I climb a tree  
Though climbing may be good for ants  
It isn't awfully good for pants  
But still it's pretty good for me  
Every time I climb a tree

## Climbing

*by Aileen Fisher*

The trunk of a tree  
is the road for me  
on a sunny summer day.  
Up the bark  
that is brown and dark  
through tunnels of leaves that sway  
and tickle my knees  
in the trembly breeze,  
that's where I make my way.

Leaves in my face  
and twigs in my hair  
in a squeeze of a place,  
but I don't care!

*Some* people talk  
of a summer walk  
through clover and weeds and hay.

*Some* people stride  
where the hills are wide  
and the rocks are speckled gray.

But the trunk of a tree  
is the road for me  
on a sunny summer day.



11. In “Every Time I Climb a Tree,” one problem the speaker has is he

- A. breaks birds’ eggs.
- B. trips on TV wires.
- C. scratches his legs.
- D. gets twigs in his hair.

**MC#: 11**

**Key: C**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

12. What is the MAIN reason the speaker of “Every Time I Climb a Tree” likes to climb trees?

- A. It makes him feel free.
- B. He likes ants and bees.
- C. He wants to see how high he can go.
- D. He likes to steal birds’ eggs.

**MC#: 12**

**Key: A**

**Learning Results: B-6**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 6 make and justify conclusions about the motives of characters and the consequences of their actions.

13. When the speaker of "Climbing" says that she is "in a squeeze of a place," she means that the place is

- A. frightening.
- B. funny.
- C. small.
- D. roomy.

**MC#: 13**

**Key: C**

**Learning Results: C-6**

Language and Images

C Students will demonstrate an understanding of how words and images communicate. Students will be able to

6 make observations about specific uses and idioms of language.

14. At the end of "Climbing," what does the speaker mean when she says, "But the trunk of a tree/is the road for me"?
- A. She has fun walking in the woods.
  - B. She is careless and likes to live dangerously.
  - C. She would rather climb a tree than go for a walk.
  - D. She is jealous of people who climb hilly roads.

**MC#: 14**

**Key: C**

**Learning Results: C-6**

Language and Images

- C Students will demonstrate an understanding of how words and images communicate. Students will be able to
- 6 make observations about specific uses and idioms of language.

15. Explain the similarities and differences between the two poems. Use examples from each poem to support your explanation.

**CR#: 15**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

**EVERY TIME I CLIMB A TREE/CLIMBING**  
**CONSTRUCTED-RESPONSE SCORING GUIDE**

<b>Score</b>	<b>Description</b>
4	Student thoroughly explains the similarities and differences between the two poems. Response uses appropriate examples from each poem as support and makes it clear from which poem each example is taken.
3	Student adequately explains the similarities and differences between the two poems, but examples from one or both poems lack some supporting details.
2	Student partially explains the similarities and/or differences between the two poems; answer uses weak or limited examples from the poem(s) as support. OR Response includes some misunderstanding of the text.
1	Student gives a vague response or an unsupported personal opinion that demonstrates a minimal understanding of the question. OR Response includes both similarities and differences, but no examples.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response Item 15

### Similarities:

Both speakers love to climb a tree. In “Climbing,” the experience is enjoyable and fun. She likes to be in a tree. In “Every Time I Climb a Tree,” the speaker feels free and loves the experience.

### Differences:

<b>“Every Time I Climb a Tree”</b>	<b>“Climbing”</b>
The speaker does not like to get ants all over him. And he doesn’t like to dodge a bee.	The speaker likes leaves in her face and twigs in her hair.
The speaker aggressively approaches a tree—gets scrapes and skins his legs.	The speaker likes to relax in the trunk of a tree on a sunny day.
The speaker likes to climb high so that he can see the tops of roofs and the fields and farms.	The speaker likes to be on the trunk of the tree looking at the leaves.
This poem has a refrain.	This poem does not have a refrain.
Rhyming is generally every other line.	Two lines in a row often rhyme.
The speaker tells what happens to him while climbing.	The speaker tells how she feels when climbing the tree.
The poet is a man.	The poet is a woman.
This poem has three verses, but is longer than the other poem.	This poem has five verses, but is shorter than the other poem.

15.

(Similarities)

4

Both of the poems explain how it is to be in a tree. They also like finding objects in the tree like a nest with eggs or a tunnel of leaves that sway. Both of the poems don't seem to care that they are in quite a tight squeeze or a scraped leg or knee. They Both seem to talk about what they see a view from the tall point that they are in. What they don't have in common is they both talk about different things they see and that they find. The other thing is that one will talk about the description about the tree and another will talk about what happens in the tree.

15. The poems are the same because they like climbing trees. The poems are the same because they describe the trees. The poems are different because one talks about animals and the other doesn't. The poems are different because one talks about what you can see for a view when you're in a tree and the other does not. The poems are the same because they talk about how other people don't climb trees. The poems are different because one talks about getting hurt and stung by bees. The poems are different because one talks about the leaves and twigs getting stuck in her hair and the other does not. The poems are the same because they both talk about how climbing trees is what they like to do and it's good for them. 4



Here are some similarities and differences between the two poems. They both like to climb trees, because the poems are called "Every Time I Climb a Tree" and "Climbing." They both talk of a sunny summer day. One of them talks of bugs and the other does not. The woman who wrote "Climbing" talks of the tree's trunk and the man who wrote "Every Time I Climb a Tree" doesn't. These are similarities and differences about the two poems.

The similarities are the poets both like to climb, In both of the poems they find all kinds of things up in the tree when they're climbing.

The differences are in the poem Every time I climb a tree, It talks about what can happen when you climb a tree (like scrape a knee), In the poem Climbing it doesn't talk about that. In the poem Climbing It says what other people do instead of climbing a tree, Different things are found in the poems when they climb a tree.

15.

2

Some similarities in both poems are they are both about climbing trees and that they are nice.

Some differences between the two poems are that in "Every Time I Climb a Tree" the author says she scrapes her knees and things but the other one doesn't scrape their knees.

15.

2

2 of the similarity between both poems are A. They are both about climbing a tree and B. They both like to climb trees.

The differences about the two poems are A. 1. poem doesn't talk about getting hurt and B. One describes the features of the tree!

15.

1

They both about climbing.  
Difference one poem is longer than  
the other,

15.

1

That they both involve  
trees and and having  
a fun time.

# BE A JUNK FOOD DETECTIVE

*When you go to your favorite fast-food restaurant and order a burger and french fries, do you think about what comes with them? We don't mean the pickles, onions, and special sauce—we mean the wrappers, bags, and other things you'll throw away. Let's take a look.*

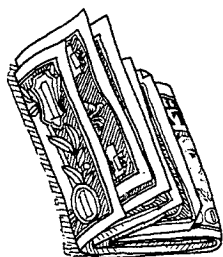
## What You'll Need

- A few friends
- Some money to buy lunch
- A list of fast-food restaurants you can walk or ride your bike to

## What To Do

1. To do this experiment right, you'll need to get fast-food from several restaurants.

- To make this easy (and as cheap as possible), each person in your group will buy her or his lunch at a different restaurant.



- Buy about the same thing at each restaurant. Then you can really compare sandwiches with sandwiches, cold drinks with cold drinks, and dessert with dessert.

2. Okay, now go buy the food. Take it with you from restaurant to restaurant, but keep the food from each restaurant separate.
3. After you go to the last restaurant, take all the bags of food home and eat lunch. But don't throw the paper wrapping, cups, napkins, salt, plastic forks or spoons, Styrofoam hamburger cartons, french fries containers, and all the other garbage away. Put it aside and—this is important—keep the stuff you got from each restaurant separate.

4. Now sort through it all. Figure out which restaurants sold you the most garbage with your lunch. Figure out which ones sold you the least. Are you surprised at how much there is? Imagine that millions of people buy the same food—and get the same garbage—every single day. What a mess! What a waste!

## What You Discover

We create a lot of garbage, even when we don't mean to. That's one of the big reasons we're running out of places to put it. But what can we do about it?

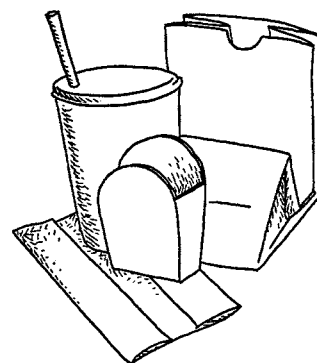
Well, we could stop eating at fast-food restaurants.

But what if we like fast food? What do we do then?

Maybe we could just go to fast-food restaurants that sell us the least garbage, or that recycle it.

But what if those restaurants aren't our favorites? What do we do then?

You see, it's not always easy to decide what to do. In order to save the Earth, we often have to make tough choices. But then... what other choice do we have if we really care?



16. A junk food detective is a person who
- A. decides what junk food is good and what is bad.
  - B. likes junk food and can always find it.
  - C. can find the best places to buy junk food.
  - D. looks at the trash after eating junk food.

**MC#: 16**

**Key: D**

**Learning Results: A-1**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 1 determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

17. What term does the author use in the article to mean the same as “junk food”?

- A. fast food
- B. food cartons
- C. paper wrapping
- D. garbage

**MC#: 17**

**Key: A**

**Learning Results: A-1**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 1 determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

18. Which words could be used to describe how the sections in the article are organized?

- A. activities, food, tips
- B. supplies, activities, observations
- C. observations, activities, supplies
- D. tips, observations, supplies

**MC#: 18**

**Key: B**

**Learning Results: A-5**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 5 read a variety of narrative and informational texts independently and fluently.



19. Why do you need to keep the garbage from each restaurant separate?

- A. so that it does not get germs on it
- B. to compare the amounts of waste
- C. to figure out which restaurant has the best food
- D. to compare the cost of the meals

**MC#: 19**

**Key: B**

**Learning Results: D-3**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

20. Explain what the author means by “tough choices.” Use information from the article to support your answer.

**CR#: 20**

**Learning Results: D-3**

Informational Texts

- D Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum. Students will be able to
- 3 read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).

**BE A JUNK FOOD DETECTIVE**  
**CONSTRUCTED-RESPONSE SCORING GUIDE**

Score	Description
4	Response thoroughly explains two “tough choices” and uses relevant support from the article.
3	Response explains two “tough choices” but lacks some relevant support from the article.
2	Response explains two “tough choices” but does not include support from the article. OR Response explains one “tough choice” and includes support from the article.
1	Response lists one “tough choice.” OR Response is vague and demonstrates minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response Item 20

### Some “tough choices” based on the article:

- If you want to help the environment (save Earth), should you eat at fast-food places since they create so much garbage?
- If you like fast food, should you go to the fast-food places that create the least garbage even if you don't like their food as much as the food at other places?

### Text choices:

Good/favorite fast-food restaurant = heavy garbage/pollution/environmental harm

### versus

Poor/least favorite fast-food restaurant = least garbage/pollution/environmental harm

20.

4

When the author said "tough choices," he/she was trying to say you should buy the least amount of trash. When you buy fast food it comes with bags, little boxes and plastic. That's a lot of trash! The author told us we should buy from the restaurants that give the least amount of trash. He/she said that "we have to make tough choices". He/she means you should eat at that restaurant even if it's not your favorite.

I think that the author means that sometimes you have to decide which is the right thing to do and what you would rather do. When he says tough choices, it's hard sometimes because if you want to go to McDonald's to eat but there's too much trash then you have to decide if you want to eat what you like or save the earth. If you decide to make too much trash then there won't be an earth to eat what you like on.

20.

3

He means by tough choices like what should we do? Also he says it these ways, We could stop eating at fast food restaurants, but people like it. Or we could go to the restaurant that sells the less garbage. But you might not like that restaurant!

20.

3

"Tough choices" means that you're going to have to give up some ~~fast food~~ places that have a lot of trash even if it is your favorite. Then to eat at "fast food" places with less trash. So the world doesn't have as much trash and dumps.

20.

2

When the author says tough choices it means that you may have to go to fast food place where you don't like their food in order to save the earth.

20.

2

What the author means by tough choices is sometimes you have to pick the restaurants you don't really like that come with less trash so that you can help our environment not to have so much trash in it.

20.

1

It means it's a tough  
choos to chos what  
restaurant you want to  
eat at,

20.

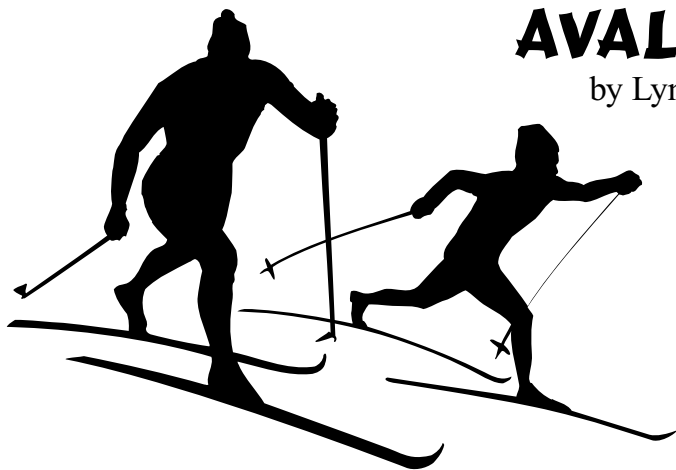
1

Tough choises are choises  
that are hard to make  
like what resteronrnt, to  
go and not to go to.



# AVALANCHE!

by Lynda La Rocca



**“Look out!”** I shouted. **“An avalanche!”**

Dad turned as the huge wall of snow roared down the mountainside—straight at him. **“Run!”** he screamed.

My little brother, Kevin, and his friend Alan skied safely out of the path of the avalanche on their cross-country skis. But Dad and I were wearing snowshoes. We couldn’t move as quickly.

When the snow started sliding, I turned awkwardly and tried to run in my clumsy snowshoes. The next thing I knew, I felt as if I’d slammed into a brick wall. Snow covered me, filling my mouth and eyes. Gasping and coughing, I “swam” with the slide, keeping both arms in front of me, trying desperately to stay on top of the billowing mass of snow.

As suddenly as it began, the avalanche was over. I was trapped up to my neck in cold, hard snow. I couldn’t move.

Kevin and Alan hurried to me. **“Dad’s gone,”** Kevin sobbed. **“I saw him get buried.”**

**“He’s not gone. Dig me out and we’ll find him.”** I hoped I sounded calmer than I felt.

Kevin and Alan unhooked the small shovels we carried for emergencies like this. Avalanches are common in the rugged, high mountains of Colorado. Whenever we hike or ski into the mountains in the winter, we always come prepared.

**“Hurry!”** I urged. **“There’s not much time!”**

They worked hard, and soon I was free. My snowshoes were still on my feet. The back country was still beautiful. The snow sparkled in the sun—but now Dad was buried beneath it.

I was afraid there might be another avalanche, so I told Kevin and Alan to wait while I staggered up the mound of fallen snow.

I got out my avalanche beacon. That’s a special safety device carried by back-country skiers and snowshoers. Dad was wearing one, too. The beacon is like a little radio, with its own transmitter and receiver. The beacon transmits a steady *beep, beep* signal. The louder the beeps are, the closer the rescuer is to the person buried under the snow.

I turned on my receiver and scanned the surface quickly but carefully. Every second was important. Without air, Dad would suffocate. When I heard a faint *beep*, I moved toward the signal. My receiver showed I was getting closer.

**“Here!”** I shouted, dropping down and digging frantically with my hands. Kevin and Alan joined in with their shovels. Under more than a foot of snow, we uncovered the top of Dad’s head.

Dad had been buried at least fifteen minutes.

**“Quick—uncover his face!”** I cried. We clawed at the snow.

Dad’s eyes were closed. His gloved hand was cupped in front of his mouth and nose. That created an air pocket. But was it enough air?

**“Dad!”** I slapped his cheeks gently. **“Wake up! Please!”**

Dad's eyelids fluttered. He was alive!

"Chris," he murmured. "You're safe. Where are the others?"

"Here, Dad," Kevin said. "We're going to get you out."

And we did. Dad didn't seem hurt, but he was very cold and weak. His snowshoes were gone, so he couldn't walk in the deep snow. I used my snowshoes to make a trail. Kevin, Alan, and Dad followed. We struggled to the shelter of some pine trees.

Kevin and I made a smoky fire with pieces of damp wood. Dad needed the fire to warm up. His teeth were chattering, and he was shivering. We also hoped someone would see the smoke and rescue us. But after a few minutes, I knew we couldn't afford to wait to be rescued.

"Kevin, Alan, huddle close to Dad so he stays warm, OK?" I said. "And keep the fire burning. I'm going for help."

"Y-y-you c-c-can't go alone," Dad protested.

"I have to," I replied. "You have hypothermia." That's when the body temperature drops dangerously low. It's very serious. People can die from it. "I'll follow the trail we made coming in. I'll be all right." I had to be.

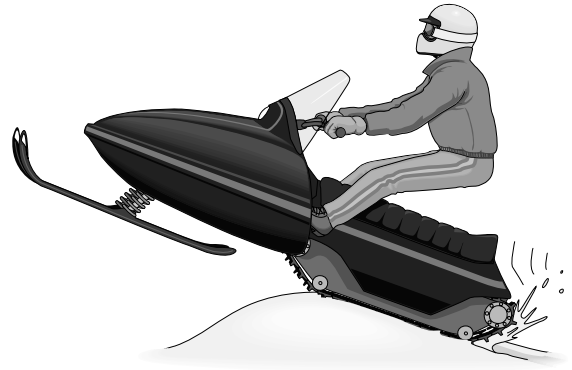
I'd trudged through the snow for almost a mile when I heard the drone of snowmobiles. "Here! Over here!" I yelled. "Help!"

Three snowmobiles came into view.

"My dad was caught in an avalanche. We dug him out, but he's cold and too tired to walk," I reported breathlessly.

"Hop on," one driver said. We sped to our campsite.

The snowmobilers turned out to be members of a search-and-rescue squad. They're trained to



help people who are stranded, injured, or lost in the mountains.

"How did you know we needed you?" I asked as they bundled Dad into blankets.

"Two people were skiing the ridge above you," a squad member explained. "Their weight probably triggered the avalanche. They saw your dad get swept away, and they went for help."

"Did they see Chris get buried, too?" Kevin asked.

"You were buried?" Dad asked quietly.

"Up to my neck," I said.

"We rescued Chris," Kevin explained.

"Yeah," Alan echoed. "And then Chris found you."

A squad member patted my back. "Nice work."

"Thank you," Dad whispered, nodding at me.

As the snowmobiles headed down the mountain, I glanced back at the gigantic snowslide. I knew that from now on, I'd look at the snowy mountains with a lot more respect. I'd be extra careful, but I'd also be more confident—thanks to our lesson on the mountain.

21. Why were Dad and Chris caught in the avalanche?

- A. Their skis did not fit well.
- B. They ran into a brick wall.
- C. Their snowshoes slowed them down.
- D. They were not prepared for emergencies.

**MC#: 21**

**Key: C**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

22. What is an avalanche beacon used for?

- A. to light the way in a storm
- B. to warn people about avalanches
- C. to prevent avalanches
- D. to find people buried in snow

**MC#: 22**

**Key: D**

**Learning Results: A-1**

Process of Reading

A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to

- 1 determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.

23. Why was it necessary to find Dad quickly?

- A. He could not breathe under the snow.
- B. Another avalanche was coming.
- C. The children could not last long in the snow.
- D. It would soon be cold and dark.

**MC#:** 23

**Key:** A

**Learning Results:** B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

24. Why did Dad cup his hand in front of his mouth?

- A. to call for help
- B. to keep the snow out
- C. to protect his teeth
- D. to make an air pocket

**MC#: 24**

**Key: D**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

25. Why did Kevin and Chris start a fire?

- A. to mark the spot of the avalanche
- B. to cook their food
- C. to provide warmth for Dad
- D. to melt ice for drinking water

**MC#:** 25

**Key:** C

**Learning Results:** B-9

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

26. What is hypothermia?

- A. a method of rescuing people in avalanches
- B. when a person cannot breathe
- C. a snowslide that covers people
- D. when body temperature drops dangerously low

**MC#:** 26

**Key:** D

**Learning Results:** A-1

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 1 determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.



27. What probably caused the avalanche?

- A. a heavy snowstorm
- B. the weight of people
- C. unusually warm weather
- D. fast snowmobiles

**MC#: 27**

**Key: B**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

28. In order to understand this story, what is the BEST way to read it?

- A. read quickly
- B. read carefully
- C. read only the end
- D. read only the beginning

**MC#: 28**

**Key: B**

**Learning Results: A-2**

Process of Reading

- A Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read. Students will be able to
- 2 adjust reading speed to suit the purpose and difficulty of the material.

29. a. According to this story, what should you do to prepare for a possible avalanche before going on a mountain?
- b. What should you do if you are caught in an avalanche? Use information from the story to support your answer.

**CR#: 29**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

### **AVALANCHE!**

#### **CONSTRUCTED-RESPONSE SCORING GUIDE**

<b>Score</b>	<b>Description</b>
4	Response fully tells what should be done to prepare for an avalanche and what to do if caught in one. Response thoroughly explains why each thing is important using relevant support from the story.
3	Response generally tells what should be done to prepare for an avalanche and what to do if caught in one. Response explains why most things are important using some relevant support from the story.
2	Response partially tells what should be done to prepare for an avalanche and what to do if caught in one. Response explains in a limited way why these things are important using weak support from the story. OR Response adequately answers either part a or part b with appropriate support from the story.
1	Response is vague and demonstrates minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

## Training Notes for Constructed-Response Item 29

### Things to do before going on a mountain:

- Make sure you carry a small shovel.
- Make sure you have an avalanche beacon.
- Make sure you learn about safety precautions for being caught in an avalanche.
- Make sure you have implements to start a fire.

### Things to do if you are caught in an avalanche:

- “Swim” with the snow, keeping your arms in front of you.
- Try to stay on top of the snow.
- Cover your nose and mouth so you can have breathing space.
- Close your eyes so you won’t get snow or debris in them.

29a.

4

Bring Shovels in case Someone gets buried. Bring beacons so you can find the person. Bring matches so you can have a fire because the person will be cold. Have a first-aid kit in case someone is hurt and a radio.

29b.

If you go under the snow cup your hands over your mouth so it creates an air pocket and you will be able to breathe better. If you had a beacon don't forget to turn it on. Try to keep your head above the snow.

If you go skiing or snowshoeing always bring a avalanche beacon to find people that are buried under the snow. You should bring a shovel to dig people out of the snow too.

If you were caught in a avalanche you should try to stay on top of the snow so that you don't get buried. If you do get buried you should make an air pocket with you hand so you can breathe under the snow.

29a.

3

You should bring a shovel  
to dig people out with. You  
should also bring a beacon.

29b.

You should cup your  
hands to make a air pocket  
so you could breathe  
under the snow.

29a.

3

Bring a shovel, an avalanche beacon, and you should bring stuff to help you if you get stuck in an avalanche. You should always go with a buddy like Chris did.

29b.

If you were caught in an avalanche you should cup your hands over your mouth to make an air pocket.



29a.

2

1. Shovel
2. Avalanche beacon
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

29b.

cup your hands around  
your mouth so you can  
breathe.

29a.

2

You should each have a receiver and shovels,

29b.

IF you're buried in snow you should make a air pocket so you can breath.

29a.

1

You need an avalanche  
beacon somewhere on you.  
You need a coat, hat,  
boots, warm pants, and  
socks.

29b.

You need to dart out  
of the avalanches way  
or you could possibly  
die.

29a.

1

You should get prepared  
get shovles, beacons, sweats,  
and some snowshose.

29b.

You should hollare for  
help if you get stuk in  
an avillance.

**English Language Arts:  
Reading/Writing Response Item 30  
Item Information and Scoring Guide  
Reference Sheet, Scoring Guides and  
Training Notes, and Student Responses**

# Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how the Maine Educational Assessment (MEA) reading/writing response item is scored for both reading and writing. These pages contain the following information. (Refer to page C-57 for the text for the item.)

## Reading Comprehension Scoring Information

- **CR#:** the constructed-response item position
- **Learning Results:** the content standard, followed by the performance indicator, that the item measured
- **Constructed-Response Scoring Guide:** the four-point description used to determine the score
- **Training Notes:** in-depth descriptions or particular information used to determine the score

## Writing Scoring Information

- **Learning Results:** the content standards, followed by the performance indicators, that the item measured
- **Writing Scoring Guide:** the ten-point description used to determine the score, divided into two parts. Stylistic and Rhetorical Aspects of Writing (Topic Idea Development) are scored on a six-point scale, and Standard English Conventions are scored on a four-point scale.
- **Student Responses:**
  - one sample of student work for each score point value (6, 5, 4, 3, 2, 1), scored for Topic Idea Development
  - one sample of student work for each score point value (4, 3, 2, 1), scored for Standard English Conventions
  - one exemplar of student work that received the highest possible score points for both Topic Idea Development (6 points) and Standard English Conventions (4 points)

**NOTE:** The reading/writing response item is scored twice, once for reading comprehension and once for the quality of the student's writing.

# Reading/Writing Response Item with Learning Results, Reading Scoring Guide, and Reading Training Notes

30. Explain what Chris did to save her dad. Use details from the story in your answer.

**CR#: 30**

**Learning Results: B-9**

Literature and Culture

- B Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture. Students will be able to
- 9 recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.

## **AVALANCHE!** CONSTRUCTED-RESPONSE SCORING GUIDE

Score	Description
4	Response thoroughly explains what Chris did to rescue her father. It provides relevant information from the story as support.
3	Response adequately explains what Chris did to rescue her father, but it lacks some supporting information.
2	Response partially explains what Chris did to rescue her father; it lacks substantial detail and support from the story.
1	Student gives a vague response or an unsupported personal opinion that demonstrates a minimal understanding of the question.
0	Response is totally incorrect or irrelevant.
Blank	No response.

### **Training Notes for Constructed-Response Item 30**

**Some of the ways Chris helped save her dad:**

- Chris located her dad with her avalanche beacon.
- Chris dug her dad out of the snow.
- Chris made a path with her snowshoes to help Dad to a sheltered spot.
- Chris made a fire to get him warm.
- Chris went to find help.
- Chris found snowmobilers/rescue team and took them to her dad.

30.

4

First Chris took out her avalanche beacon and found her father while her brothers were standing still. After she found him she and her brother uncovered him with their strong shovels. Chris was afraid of another avalanche happening. He cold and weak father was alive though. Chris got him up and started making a trail with her snowshoes and Kevin, Alan, and Dad followed. Chris told Kevin, and Alan to make a fire under the pine trees. Then she said huddle close to dad to keep him warm.



and don't let the fire go out. Chris went to go look for help. She found three search-and-rescue-squad people on snowmobiles. Told them the story and they rescued and saved the father and helped the kids.

What Chris did to save her father was that she looked around and couldn't find her dad but then she heard a beep that came from a beacon that her dad was wearing. She kept digging until she got to her dad's head. She took him out. Her dad was too tired to walk. So she made foot prints in the snow to walk back to camp. After her brother Kevin and his friend Alan built a fire to keep Chris's dad warm. They were hoping someone would come and see the smoke. Chris gave up and said "I'm going to get help!" because her dad has hypothermia and he can die from it. When she was gone she made her brother and Alan huddle close to her dad while she went to go

get help. She walked up about a mile when she saw snowmobilers coming down. She yelled for help and told them what happened about her dad. She hopped on the snowmobile and went down to the camp. The snowmobilers got everything worked out. That's how Chris saved her dad.

Chris used her beeper to hear another beep from her Dad. When they heard a beep they rushed over and dug their Dad's head out of the snow. (About a foot.) They slapped his cheeks gently. He had his hands over his mouth and nose. She said Wake up and asked if he was OK. They shoveled a path for him because he couldn't walk because his snowshoes were gone. Then they took him under a pine tree and made him a little fire so he could get warm. Then snowmobiles came and they all yelled for help. The snowmobiles came over and got them rescued.

Chris got out her avalanche beacon to track where dad was. Once she found where he was. Then she started digging. By the time she got to him, out he was weak and cold. So she took him down the mountain a little bit. Then she built a fire to keep her dad warm. Then three snowmobilers came and rescued them. One of the snowmobilers patted her on the back and said "good job".

30.

2

He went to get help from a rescue team to bring him somewhere warm so he would not get very very sick he was brought there on a snowmobile. They unburyd him from the snow. They made a fire for him to warm up.

30.

2

Chris used a avalanche Beacon to find him. the she made a trail with her snowshoes so her Dad can walk. then made a fire to keep him warm.

30.

1

What Chris did to save  
her dad is use a  
beacon and it beeps  
like this beep, beep, beep

30.

1

they used shovels to dig their  
dad out and she went to get help.

# Reading/Writing Response Item with Learning Results and Writing Scoring Guide

30. Explain what Chris did to save her dad. Use details from the story in your answer.

## Reading/Writing Response Item

**Learning Results:** F-1, G-2, G-3

### Standard English Conventions

- F Students will write and speak correctly, using conventions of standard written and spoken English. Students will be able to
- 1 edit written work for Standard English spelling and usage, evidenced by pieces that show and contain
    - few significant errors in the use of pronouns and adjectives.
    - attention to the proper use of adverbial forms and conjunctions.
    - few significant errors in the spelling of frequently used words.
    - no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.
    - no significant errors in the use of ending punctuation marks and an understanding of how to use commas.

### Stylistic and Rhetorical Aspects of Writing and Speaking

- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 2 write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).
- G Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions. Students will be able to
- 3 write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.



Stylistic and Rhetorical Aspects of Writing Topic Idea Development					
1	2	3	4	5	6
<ul style="list-style-type: none"><li>• Little topic development and/or organization, few details</li><li>• Possible evidence of voice</li><li>• Simplistic language (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>• Limited topic development, focus, and and/or details</li><li>• Evidence of voice</li><li>• Limited variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>• Moderate topic development, focus, and details</li><li>• Some voice</li><li>• Some variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>• Well developed with control and relevant details</li><li>• Consistent voice</li><li>• Variety in language used (wording and sentence structures)</li></ul>	<ul style="list-style-type: none"><li>• Fully developed with strong details</li><li>• Sustained voice and/or tone with emerging style</li><li>• Effective use of language</li></ul>	<ul style="list-style-type: none"><li>• Topic and details richly developed</li><li>• Distinctive voice, tone, and style</li><li>• Rich use of language</li></ul>
<b>Topic Development</b>	The overall effect of the response				
<b>Organization</b>	The degree to which the response is: <ul style="list-style-type: none"><li>• Focused</li><li>• Clearly and logically ordered</li><li>• Clarified by paragraphs</li></ul>				
<b>Details</b>	The degree to which the response includes examples that develop the main points				
<b>Language/Style</b>	The degree to which manipulation of language, including vocabulary, word choice, word combination, and sentence variety is effective				
Standard English Conventions					
1	2	3	4		
<ul style="list-style-type: none"><li>• Errors seriously interfere with communication and/or</li><li>• Little control of sentence structure, grammar and usage, and mechanics in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>• Errors interfere somewhat with communication and/or</li><li>• Few or no errors in simplistic or limited text in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>• Errors do not interfere with communication and/or</li><li>• Few errors relative to length of essay or complexity of sentence structure, grammar and usage, and mechanics in <b>first-draft writing</b></li></ul>	<ul style="list-style-type: none"><li>• Control of a variety of sentence structures, grammar and usage, and mechanics</li><li>• Length and complexity of essay provide opportunity for student to show control of Standard English conventions in <b>first-draft writing</b></li></ul>		
<b>Sentences</b>	The degree to which the response includes sentences that are correct in structure				
<b>Grammar and Usage</b>	The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Use of standard grammatical rules of English</li><li>• Word usage and vocabulary</li></ul>				
<b>Mechanics</b>	The degree to which the response demonstrates correct <ul style="list-style-type: none"><li>• Punctuation</li><li>• Capitalization</li><li>• Spelling</li></ul>				

30.

6

When Chris got dug out by her little brother, Kevin and his friend Alan, she put on a beacon to find her dad. When she found her dad she made a really flat trail because her dad's snowshoes were gone and then she made a fire and told Kevin and Alan to huddle dad so she could go get help. After about a mile she found snowmobilers and she told them what happened then they said, "Hop on." Then they sped back to her campsite then when they got there

The rescue team were wrapping him in blankets. Then she said, "How did you find out?" "A couple of people were skiing above you then they saw your dad get buried and went to

get help." She told them that she got stuck to and her dad said quitly, "You did!" "Yeah but then we rescued her!" said Kevin. The rescue team guy patted her back and told her she did a nice job.

I think Chris did a nice job too! I bet she thought about treating the mountains with respect and be extra, extra careful. Now she knows about the lesson on the mountain. If I was Chris I'd be proud of my self! Chris sounds pretty brave and I think she has lots of courage to do that.

One Chris had been rescued from her snowy prison, by her brother and his friend, Chris commanded her brother and his friend to wait until she signaled them to come over. Chris then took out her avalanche beacon, an avalanche beacon is a device used to track people under the snow. Her dad had one too. The beacon had a transmitter, and receiver. Chris then quickly turned on her receiver. She walked up the massive mound of snow. Then, she heard a faint beeping. She walked closer to where the receiver was directing. Suddenly the beeping was much louder. Chris signaled for the two boys to help her dig her father out. The boys rushed over. They all dug frantically. Soon, they uncovered Chris's father. He had his hands cupped over his mouth. Chris

stopped her father's cheek gently. His eyes fluttered! They helped him to sheltering pine trees. Chris and the boys made a smokey fire with green branches. Her father had hypothermia. Chris left for help. Soon, a search and rescue squad on snowmobiles came. The squad helped her father, and as the snowmobilers rode back down the mountain, Chris glanced back at the mountain side, and forever more she would look at it with more respect than before.

Chris saved her dad by doing many things. When Chris got dug out of the avalanche, she started looking for her dad right away. She did this by using an avalanche beacon. An avalanche beacon finds people in the snow by putting out a steady beep beep signal. The louder the beep is the closer you are to the person in the snow. When she found her dad she dug his head out. When they got the rest of him out, Chris started a fire to keep her dad warm. After she started the fire, she went to go get someone to help her dad, because he had

hypothermia. Hypothermia is a sickness that makes your body temperature drop very low. When Chris found somebody that could help her dad, she told them where her dad was. That was how Chris saved her dad.

What Chris did to save her father was when he got trapped under the snow, she told her little brother, Kevin and his friend, Alan to stay where they were.

When she found him, she took him to "a shelter of pine trees" and there, she and Kevin "made a smoky fire." Then she went off and went for help and then she finally heard the drone of snowmobiles and fortunately, those people were search-and-rescue-squad members.

When they got to her dad, they wrapped him up in blankets. That's how Chris saved her dad.

30.

2

Chris used the "Beacon" to save her dad. The way it worked was a little "beepbeep" would answer when you put the "Beacon" to the ground ~~and~~ Chris heard a faint "beep" ~~and~~ She went to the spot where she heard it and started digging with her bare hands. Kevin and Alan used their little shovels and helped Chris.

30.

1

Chris and his friends took a shovel and dug foot. They wiped the snow off his face so he can breath. They put dad near the fire. Chris used receiver to find his dad.



30.

4

One cold winter day Chris had to think quickly, or her dad would soon suffocate. She couldn't save her dad if Kevin and Alan didn't get Chris out. Once Chris was out she had to think quickly so she used her beacon to find her dad buried in the cold winter snow. She soon heard a faint beep, "Here!" she shouted and dropped to the chilly damp snow. Chris began to dig frantically in the snow. Soon she came to her dad's head, they dug out to his face, his hands were cupped in front of his mouth and nose which created an air

pocket. "Dad, we'll get you out!"  
and they did. Dad wasn't  
hurt but cold and weak.  
Kevin, Chris and Alan brought  
dad to a shelter and  
made a fire to keep  
dad warm. "Kevin and Alan, you  
stay with dad and keep  
the fire burning, I'm going  
to go get help!" Chris trudged  
along for almost a mile in the  
snow when she heard some snowmobiles.  
"Here, over here!" Chris shouted. She took  
them to dad and bundled him up in warm blanket.

To help her dad, Chris first turned on her avalanche beacon and followed the beep beep signal until she found where her dad was. Then she called for Kevin and Alan and then they all started to dig. Finally they got her dad out, but he had lost his snow shoes and was too cold and weak to walk in the deep snow. So Chris used her snowshoes to pack the snow down so it would be easier for him to walk. After a while they took shelter under some pine trees and started to make a smoky fire to keep her dad warm, also maybe someone would see the smoke. Finally Chris left to find help because she knew her dad wouldn't last much longer. After walking for about a mile she heard some snowmobiles and she started to yell for help. The people on the snowmobiles were part of a rescue squad and got Chris and went back to rescue her dad.

what Chris did to save her dad was to take the Avalanche beacon so she could find her dad. she shouled him out and she went to get help and she found some snowboilers and won of them sad hop on she took them to her dad to cover him up in blankets and the kids Made a fire to keep him warm. He was to cold to walk so the fire warmed him up so he could walk or else they would not Make it back to the campsite with out him.

They dug him up so he could breathe and get warm by the fire and not die. They yelled help to the Snowmobileers so they could get their Dad out. It was really really nice when they helped their dad get out of te Avalanche because they did not want him to die or to get hurt. they

stoped to look for the kids Dad  
because it would be really sad if they  
did not look for the kids Dad. The  
kids hurried up to try to get him out  
of the Avalanche. They were worried  
because the Dads eyes were closed  
so they were worried so they started  
to dig him up and make sure he  
was OK. If he was not they would  
not of made it back with out him.  
They helped him by getting him out.

first Chris saved The girl.  
The Chris saved The dad  
by unbering his boddy and he  
also stard a fier and sqaused  
The father for he can stay  
warm and cris went for help  
and found some snowmobilers  
and told them about his dad  
giting caught in a alulantch.

30.

6 4

Chris did a heroic thing, by saving her dad. As the avalanche chased them for their lives, terror flooded through Chris, but she showed true bravery in the face of danger. I could have never been able to do this as smoothly as Chris did. She didn't think twice about what might have happened.

As soon as Chris got out of the deep, heavy, cold snow she summoned her avalanche beacon out of her pack and scampered up the hill to where her dad lay, covered head to toe in icy flakes. Using her device, Chris quickly found the spot where

her dad was and immediately began to dig, fearing that her dad might not be alive when she dug him up with the shovels (and partly their hands) that they had.

After dad was found safe but cold to the bone, Chris, Kevin and

his friend Alan (The two who had not been covered by snow but had skied to safety) started a smoky fire with damp wood to warm dad up, and possibly signal to others for help.

When dad came around and had started to thaw Chris told dad, Kevin and Alan that she was going for help. "I have to," she said. Trudging through the snow, Chris saw a snow-mob. She brought them to their site and the patrollers rescued them.

Chris was a hero.



## ACKNOWLEDGMENTS

The Maine Department of Education wishes to acknowledge and credit the following authors and publishers for use of their work in the Maine Educational Assessment.

“Should your school tell you what to wear?” (pp. C-6–C-7) as it appeared in *Zillions*, September 1998, Volume 9, Number 2. Underline added by Measured Progress.

“Every Time I Climb a Tree” (p. C-32) from *Far and Few* by David McCord. Published by Little, Brown and Company. Copyright © 1952 by David McCord.

“Climbing” (p. C-32) from *In the Woods, in the Meadow, in the Sky* by Aileen Fisher. Published by Charles Scribner’s Sons. Copyright © 1965 by Aileen Fisher.

“Be a Junk Food Detective” (p. C-45) from *50 Simple Things Kids Can Do To Save the Earth* by Earth Works Group. Published by Andrew & McMeel. Copyright © 1990 by Andrew & McMeel. Underline added by Measured Progress.

“Avalanche!” (pp. C-57–C-58) by Lynda La Rocca from *Highlights*, January 1998, Volume 53, Number 1. Underline added by Measured Progress.

Sources of the exercises selected for this test include: Maine State Advisory Committees, Measured Progress, and previous Maine state testing programs.